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Contents

	PAGE
Frontispiece—The St. Louis Meeting—Philander P. Claxton.....	156
Editorial—Arthur Henry Chamberlain.....	157
The Medical Inspection of Schools—Lewis M. Terman.....	165
County Free Libraries—Miss Honoria R. P. Tuomey.....	170
A More Vital Institute—Clara Martin Partridge.....	173
Trying the Local Institute—James E. Reynolds.....	174
The Value of the Larger Educational Associations—C. G. Pearse....	177
Shanahan Amendment Shown to Be Invalid.....	179
The Attorney General Heard From.....	181
The School Day—James B. Davidson.....	183
How Should School Attendance Be Recorded?—Mark Keppel.....	185
Visits Afield—The Schools of Santa Clara County— Arthur H. Chamberlain	187
Comment on the St. Louis Meeting—Jas. A. Barr.....	192
Gleanings	197
Our Book Shelf.....	207

THE ST. LOUIS MEETING

This has been one of the most successful meetings of the Department of Superintendence and affiliated societies that I have had the pleasure of attending. I might even go farther, and say that it has been the *most* successful and the largest, except that it is safer to err on the side of conservatism.

To me personally it is most gratifying to observe that the constantly growing tendency to stress the life-preparation motive in American education was exemplified with especial force at this meeting. I have long held to the belief that a great aim in the education of the generality of our future citizens should be the preparation for self-supporting, self-respecting, independent-thinking citizenship, and that everything else may be considered secondary to this great necessity. The fact that there is a growing realization of this need among American educators is indicated in the St. Louis program as just completed, where such topics were considered as school efficiency, economy of time, child welfare, the rural school, agricultural and vocational education, health problems in education, the training of teachers, and education in world peace.

It may be worth noting, that nobody read a paper on how to teach spelling. Education today stresses different topics from those which received the lion's share of attention twenty, or even ten years ago; and who shall say that, so far as most of the American people are concerned, the new emphasis has been misplaced.

—Philander P. Claxton.

*Manager Barr's interview with the
United States Commissioner of Education*

Editorial

ARTHUR HENRY CHAMBERLAIN

The fraternity question still continues to puzzle the school people and agitate the public. It will not down. No sooner is it settled in

THE HIGH SCHOOL
FRATERNITY

one locality than it dances merrily before the footlights upon some other local stage. Wherever the subject is open to debate or is being handled in the local courts, you will find the work of the student body below par, the teachers and school authorities contending against heavy odds, and the town's people pulling at cross purposes. Wherever the decision has been final as against fraternities and sororities in schools below the college, the spirit of these schools has at once changed for the better.

ARGUMENTS OF THE PROPONENTS

The arguments put forward in support of secret organizations in high school are several. Many of the men and women who are proponents, in their high school days held membership in such organizations. These advocates declare it an infringement of rights in a democratic country to exclude from membership in a fraternity any student who desires to join. There is talk of loyalty and school spirit as the result of fraternity association and of friendships formed that carry over into after life. It is claimed that the give and take of the fraternity strengthens the youth, trims him of his whims, makes him generous and mindful of others and able to take without flinching the inevitable *hard knocks*; in short, makes a *man* of him.

LOCAL VS. PARENT ORGANIZATIONS

Truth to tell, however sincere these advocates may be, they are out of touch with the school of the day. They do not appreciate the complex nature of our present educational machine. Those who have had experience with the high school fraternity problem know there is a vast difference between a club or society formed locally, and one existing in a local school under a charter vested in a parent organization. The work of the former may be readily handled and supervised. The work of the latter can not. If in social or literary club, musical, oratorical or debating society, the members fall below grade or become over demonstrative, the school authorities, whose concern it is, step in and

bring about an adjustment. The deficient or unruly student is removed from the organization, or the time allowed for participation in social work is lessened, or a closer censorship placed upon the society. Such closely supervised clubs usually prove a help rather than a hindrance to school work. For whatever we may say, the boys and girls of high school age are social beings. During the adolescent period it is natural for young people to come together in groups. The tendency toward secrecy and ritualism is strong in the boy as in the man. The best development of the youth demands this group organization, and if this principle be not recognized the individual will be dwarfed and warped in his growth.

How is it when, during the adolescent period, these boys and girls are allowed to tie themselves to the local chapter of a national fraternity,—the parent organization of which is in a distant part of the country? Consider with a member of such fraternity the danger to come from a given line of action or question his right to engage in some form of activity, and what do you find? The school plays "second fiddle" to the fraternity. If the member be loyal to his obligations he must cling to the fraternity even though he do violence to his school. If you insist that a man "cannot serve two masters" and request the fraternity to conform to the rules of the school, you are confronted with a pair of alternatives. The members may correspond with the "higher ups" of the parent organizations, thus to secure a final decision; or they defy you. Thus, without recourse to the courts, the teacher or parent is powerless to lend assistance at a time when it is most needed.

ORGANIZER AND LAWYER TO BLAME

Parents are for the most part broad minded and willing to co-operate with the school authorities. They recognize the fact that whatever may be true of college and university students, the high school boy and girl are too immature to profit from association in organizations cut loose from school supervision. The professional organizer is constantly at work among the students. He holds up before them the lure of fraternity life. He selects the leaders in the social side of the school or in athletics. There then follows a keen desire on the part of the rank and file to cast their lots with these leaders. A branch or chapter once formed, it is a simple matter to organize rival societies.

Another difficulty now in the way of sweeping secret societies from the high school is the unscrupulous lawyer. Always are the boys and girls able, through assistance from the officers of the parent fraternity, to find a shrewd, calculating, able lawyer who is anxious to show that the school board is acting beyond its power in declaring against the fraternity. For the fee and the notoriety, these lawyers undertake to work in a cause they know to be fundamentally wrong. More and more the reputable members of the law will refuse to push a case, whatever the question involved, when they know that to champion it means dishonesty and fraud.

RESULTS OF FRATERNITY LIFE

Teachers and parents should give all the aid in their power to assist social and other organizations of a local character, and such as will tend to develop the student and satisfy his natural desires. Fraternities and sororities are undemocratic. They cultivate unwholesome social distinctions. They lead to extravagance on the part of those whose parents are making undue sacrifices for the education of their children. They detract from the standards of work which the school has a right to demand. And under the guise of good fellowship, vices are practiced that will prove of incalculable harm in the after life of these boys and girls.

The superintendent or the principal who is honest with himself will, even though he incur the displeasure of certain students or influential parents, strike out determinedly for the abolition of fraternities and sororities in the high school.

It is appalling how much of the real work of the world is still carried on by "main strength and awkwardness." It is not uncommon to find a business man, whose time should be worth much more than that of the office boy, diligently applying his tongue to a hundred or two postage stamps. The boy has been sent on an errand. A dampened sponge in a glass holder would cost the price of a "good" cigar. The cigar is a necessity, and, germs or no germs, the tongue must act as substitute for the sponge. Were the man to use his head rather than his tongue he would reason this wise: "Better leave the stamps to the office boy who is on a salary of twenty cents an hour, and

spend my dollar-an-hour time in figuring how to save sufficient from next month's income to pay rent and put new shingles on the office roof."

OBSERVATION AND THOUGHT AT A PREMIUM

It is five-three p. m. by the Ferry clock and already commuters are crowded in front of the closed door of the waiting room on the San Francisco side. Seven minutes later two hundred people are standing, now on their own feet and now on those of their neighbors, crowded together in an uncomfortable, unsanitary manner. They wish to be first through the gate to insure seats on the boat. But the waiting room is furnished with comfortable benches. Why not occupy these until boat time? These scores of people do not use their heads. Night after night they stand thus, not realizing that it is much better to assure themselves of a seat in the waiting room for fifteen minutes, and face the uncertainty of a seat on the boat, that will be equally long in crossing the bay.

This is not all. Before their train reaches the ferry next morning these people again leave their seats and crowd the doors. This they do to make sure of getting upon the boat which, if they would but observe, never leaves until the last passenger has deliberately stepped on board.

THINKING AS AN ART

And not alone office men and commuters, but teachers as well, use their heads all too little. Did teachers think to better advantage there would be fewer worn-out, cross, irritable, old-before-their-time men and women in the teaching profession. Teaching is a trying business at best. The photographer who spends four minutes in studying his subject and one minute in taking his picture, has better results than he who plunges at once into the process of making the exposure. The man who has to make reply to an important communication, and who carefully studies it before calling his stenographer, is using his head.

There are teachers who, every day, without thinking, command a pupil to do that which it is a physical impossibility to accomplish. In the matter of distributing or collecting materials, opening or closing of doors and windows, carrying messages, lending assistance to classmates,—in these and in a hundred ways, the teacher, if he use his head, will find how his work may be lessened by division of labor among the

pupils. If the average teacher worked half as hard in planning how to lighten his labors and make more effective his own efforts as he does in worrying over his hard lot and the perversities of human nature, he would accomplish more, enjoy life better, and live longer. Use your head!

Not long since an eastern educator of considerable prominence was asked why he taught a certain subject in a certain way. "Why," he replied, "we've always taught it so here." Some of our best teachers are every day presenting this or that subject with no idea as to its specific value. They have always taught it. With teachers, as with other people, there is too little real thinking. Teachers should use their heads.

Those of you who have lived in the great central plain lying west of the Missouri river and stretching across to the Rio Grande and the Black Hills, may have experienced a real blizzard.

SNOW BOUND If so, there is impressed upon your memory the appearance of the overcast heavens; the snow falling for hours and the biting wind blowing it into eddies and drifts; the piercing cold as, hour after hour, the temperature drops, drops; and the closing in of night upon a prairie,—bleak, unhappy, desolate. Cut off from the outside world, with inadequate shelter, scant provisions, yet with heroic fortitude, many a family far from the currents of civilization, awaits anxiously the abatement of the storm. During the more recent years, instances of privation and suffering in the Mississippi valley and the Rocky Mountain States are of less frequent occurrence than formerly. To those of us who live in California, a recurrence of these strenuous experiences is not gladly welcomed.

It is the 25th of February. We are in the prairie region of north-eastern New Mexico. For hours we have been in the midst of an "old fashioned" blizzard. The snow is banked high on either side of the train. The engines are "dead." There are but seven shovels aboard and no one can weather the blizzard for more than a few minutes at a time. An arm's length into the storm the eye cannot penetrate. The pilot engine stands a silent monument of uncertain shape, drifts of snow upon the ground reaching up to meet the fingers of ice that hang from the sides of the iron monster. Through the double win-

dows the snow sifts into the car. The wind wails around us and an occasional blast rocks the car as a boat rolls in a swell. Not a wheel is turning between Omaha and Denver, Kansas City and El Paso. We are as effectually cut off from the world as if we were in the middle of the Atlantic.

WAITING

Of the nineteen passengers aboard, three are en route to the National Superintendents' Convention at St. Louis. With President Matthews of the State Normal at Tempe, Arizona, and Superintendent Loper of Phoenix, there is ample opportunity to talk "shop." We take a straw ballot and decide upon Roosevelt as the next Presidential possibility, with Champ Clark a close second, President Taft in the running and Debbs as the choice of the train crew. Reminiscences of other blizzards are passed back and forth, songs are sung, prophesies are indulged in. But the storm continues.

The tremendous gale blowing seventy miles an hour, nearly overpowered our engineer. A broken window in the engine cab forced him to keep continually upon his feet and move about constantly to keep from freezing. The switch at the siding where we were to pass the west-bound limited could not be opened. And finally, on our entering the siding, the west-bound was found standing within a dozen feet of the switch, completely hidden from the eyes of our trainmen. During the morning hours of Sunday our conductor, with two associates, attempted to locate the section house, a quarter of a mile away, and were finally found bewildered and nearly frozen, traveling in the wrong direction. A plainsman, whose stable was thirty feet from his house, in groping from one to the other, nearly lost his life. By the piecing out of ropes and with one end fastened to the stable door, a safe return was assured.

Night has again settled, the snow ceased, the wind somewhat abated. As the fires are out and the cars without steam, the Pullman berths invite us. Another day, and the storm is over. The sun shines down upon the blinding snow. Mile upon mile, the prairie stretches away on every hand. The sky is without a cloud and in the distance, in the direction from which we have come, rise the mountains of Tucumcari. As we look out across the waste to where the sky drops into the snow, there is silence everywhere.

THE ROTARY BRINGS RELIEF

Fifty-seven hours, and the science man has conquered. The massive engines and powerful rotary plow have freed the track behind us. With water and fires again under their boilers, our own engines drag us slowly through narrow canyons of snow that rise above the car tops. As the rotary pokes its nose into the drifts ahead the heavy lumps of snow fall seventy-five feet from the track. One is reminded of the straw and chaff from a harvester or a Yosemite fall in miniature, as the snow is sent outward in a beautiful curve.

Across the desert the sun light sifts and snow-capped peaks nod down to us. The cattle in the pleasant valleys give no heed to our swift passage. Here a jack rabbit lopes deliberately and there a lone horseman finds his way to camp or range. Days it will be before the track ahead is cleared. Forward we cannot go, and now as we glide into the setting sun our thoughts are not of the orange groves or the vineyards or the fields or the valleys or the tree-crowned hills that await us. For tragedies were enacted in the storm and acts of bravery that shall forever go unrecorded.

THE HERO

When the blizzard was at its height a man staggered against the car. He seemed bewildered, but before questions could be asked he was lost to sight. Ten miles beyond, in a cabin on the prairie, there lay a woman upon a sick bed. The man must reach his home with medicines and provisions, and pushing from him the thought of the impossibility of making headway in the worst blizzard since 1859, he made the supreme effort. Forty-eight hours afterward he was found. He had been faithful in a few things. He shall be made ruler over many.

Upon the sands the moon lies gleaming. Lying in the berth we see in imagination the man wandering in the storm and those who anxiously await his return. The click-click of the wheels on the rails tell us of the train dispatcher, who, conscious of his responsibility, moves the trains of his division as men are shifted upon a checkerboard; and of the engineer, who, with keen eye and steady hand and mind alert, guides onward over bands of steel his load of human freight.

How like unto the mission of the train dispatcher, the engineer, the hero of the storm, is that of the true teacher. To guide, to lead, to beckon onward. Carefully to plan, fearlessly to execute, prayerfully to point the way.

Our first issue in January contained 72 pages,—an increase of 8 pages over previous issues. Our present number, the third, has again been enlarged, this time to 80 pages. And unless all signs fail, the end is not yet. The manager insists upon treating with consideration all letters of application for advertising space. The editor, with customary persistency, holds for a corresponding increase in his department. If advertisers and contributors continue this courteous treatment, the NEWS is likely to be swamped through embarrassment of riches.

OUR
GROWTH

It is a long cry from St. Louis to the 1915 Convention City, but despite blizzard and snow and paralyzed train schedules, the NEWS promises to be the first monthly school journal in America to carry to 10,000 readers the message from the St. Louis meeting of the National Department of Superintendence. The presses were held until the return of the manager, his pockets bulging with "Notes." Our "private wire" was also working and as a result we are able to announce: *1913 N. E. A. Convention. Place,—Chicago; time,—July 6 to 12.*

Our barrel labeled "Milk of Human Kindness," occupying a prominent corner in our sanctum, threatens to overflow. Letters from recognized leaders in every corner of the country give assurance of support. "Can we be of assistance? Command us," run the messages. Think you this chorus is not music in our ears?

This month we inaugurate our "Visits Afield." Our trip to Santa Clara County was a real inspiration. We found so much of good that we shall make these trips wherever and whenever we find it possible. Are the "Notes" in this issue helpful? We shall appreciate suggestions from you as to the particular points you would like to see emphasized in the NEWS.

And the mailing list. Teachers, trustees, and interested parents are exchanging dollars for subscriptions. May we not have the criticism and suggestion of these youngest members of our family circle? Remember, co-operation and service spell success.

THE MEDICAL INSPECTION OF SCHOOLS

LEWIS M. TERMAN

Department of Education, Stanford University

DURING the past few weeks my attention has been called to the opposition being waged in certain cities of California (particularly Los Angeles and San Jose) to the medical inspection of school children. Inasmuch as my teaching is largely concerned with the educational aspects of child hygiene, I have been compelled in the last few years to give a good deal of attention to the school medical service as administered in various cities of the United States and elsewhere, and I am especially interested in the progress of this work in California. I should therefore like to call the attention of California teachers to some of the arguments for the medical inspection of school children.

The greatest problem of conservation relates not to forests or mines, but to the health of the people, and to conserve this we must begin by conserving the child. There is only one institution through which this work can be carried on and that is the school. No other is sufficiently open to social control. The precincts of the family are jealously guarded as a private domain, almost sacred from public interference, but for five or six hours daily for ten months of the year parental authority is in part at least abdicated in the interests of the larger social whole as represented by the public school. The work of conserving the child becomes, therefore, an educational problem. To this work the schools must be thrown open and to insure its adequate support the work must be made a public undertaking. The school instead of causing sickness and deformity must be made to preserve the child from all kinds of morbidity, repair his defects, combat his hereditary predispositions and unfavorable conditions of his environment. In a word the school should render the child both physically and mentally fit for the struggles of life.

This undertaking is fully as important as public education itself. Health is fundamental. The welfare of mind and morals is bound up with that of body. Any scheme of education which devotes all its attention to the mind and neglects the body will lead to racial bankruptcy. We should be just as willing to spend money for the supervision of physical education and health inspection as for the supervision of instruction itself. If I were compelled to choose between these two kinds of supervision I should be willing without the slightest hesitation

to drop the pedagogical supervision in favor of the hygienic. There ought to be a health department in every city, a bureau of child hygiene in every state, and also a national bureau of child hygiene, the function of all of which would be to investigate and enlighten the people upon all problems of child hygiene, including mortality, morbidity, mental retardation, crime, degeneracy, and the hygiene of mental activity.

The cost argument against medical inspection is absurd. As well argue that public schools should be abolished because they are too expensive. Costs are large or small relative to other costs. Professor Irving Fisher of Yale University has estimated from reliable statistics that the annual money loss to the people of the United States due to their ignorance and careless regard for the laws of hygiene, may be conservatively placed at no less than \$2,000,000,000. It is probably a great deal more. The annual cost of tuberculosis alone is not less than \$500,000,000. The elementary and high schools of the United States are supported at an expense of \$600,000,000. If ideal health supervision were instituted in every school of the United States the total cost of public education would be increased not more than three or four per cent. From fifty cents to one dollar per year per child is a small sum to quarrel about when the health and happiness of many children are at stake, and when hundreds of millions of dollars worth of health could be conserved by the expenditure.

The second argument for medical inspection rests upon the surprising amount of defectiveness found among school children even in the best social environment. I have on my desk statistics from nearly all of the important cities of the United States and from all of the civilized countries reporting results of investigations in this line. The same story comes from every direction, namely, that from thirty to fifty per cent of all the children in the schools are found to have one or more physical defects. Some of these, to be sure, are not very serious, while on the other hand many are very serious. It is hardly necessary to name the most common ones. From five to fifteen per cent of the school children of the United States have some form of obstructive breathing. From ten to twenty-five per cent have some form of eye defect. Not fewer than one million children in the schools of the United States are hard of hearing. In at least five hundred thousand of these the trouble is due to neglected adenoids. As a rule not more

than ten children out of a hundred have absolutely perfect teeth. Even in West Newton, Massachusetts, the most aristocratic suburb of Boston, it was found that ninety per cent of the children had at least one defective tooth, and that only twenty-five per cent of the children had ever visited the dentist. Examine a thousand children anywhere and about five thousand decaying teeth will be found. Say what we please about parental rights or parental responsibility, the fact is that the presence of decayed teeth is usually unknown to the parents, and in the majority of cases shamefully neglected until the decay has progressed so far as to make extraction necessary. Say what we please about parental rights and parental responsibility, the fact is that very few parents understand that dental decay is primarily a disease of childhood, that if the teeth are prevented from decaying during the years of growth the chances are they will remain sound to good old age. Not one parent in fifty even recognizes the six-year molars when he sees them or is aware of the fact that most of these begin to decay within two years after their appearance—that is at the time the child is eight years of age. On the other hand, from fifty to eighty per cent of the parents are glad to be informed of existing defects and to set about their cure.

In the schools of the United States there are also some two million children who, as things have been going, may be expected to die of tuberculosis. One of the most important duties of the medical inspector is to search out the pretuberculous children, those who are weak, anaemic and nervous, and by conferences with parents and teachers bring about improvements of home and school conditions which will save the lives of such children. Since their introduction into the United States four years ago, open-air schools for tuberculous and pretuberculous children have grown at a tremendous rate, and at present the number is more than doubling every year. It is not an exaggeration to say that had it not been for the interest in child hygiene induced by the medical inspection of schools, open-air school rooms would never have been thought of. Boston has recently arranged to place about five thousand out of her one hundred thousand school children in such open-air rooms. This is one of the many illustrations of how medical inspection works for prevention, conservation, prophylaxis. Its greatest benefit lies in this

even more than in the cures of defects already present. Its aim is, in so far as possible, to render the doctor unnecessary.

Again there is the matter of contagious diseases. If my child is sitting in the schoolroom with diphtheria or scarlet fever, his presence there is endangering the lives of my neighbor's children. The school has the unquestioned right to exclude such cases from its midst. Any city which supports medical inspection saves the lives of some of its children in this way every year. In Massachusetts in less than one year the following cases of infectious disease were found within the schools:

Diphtheria	238	cases
Scarlet fever	313	"
Measles	637	"
Whooping cough	973	"
Mumps	367	"
Chicken pox	548	"
Tuberculosis	115	"
Syphilis	36	"
Itch	1054	"
Head lice	7691	"
Ring worm	1568	"
Conjunctivitis	779	"

We may summarize this part of the argument by saying that serious defects of eyes, ears, nose, throat, lungs, teeth, nutrition, heart action and nervous co-ordination have been discovered with surprising frequency in the schools wherever they have been looked for. Statistics on these matters have been so extended and have given such uniform results that we are now absolutely safe in assuming that in any school system no difference where it may be located, no difference to what social class its patrons belong, thirty to fifty per cent of its pupils have at least one physical defect important enough that it should be brought to the serious attention of parents.

Apart from all this the school health officer is worth far more than he costs because he is a constant reminder to the teachers of the school and to the school authorities that the school is in part responsible for preserving the health of the children. He may give to the Board of Education and to the superintendent expert advice in regard to the

location and construction of school buildings. These matters are extremely important. As a rule school buildings erected earlier than twenty years ago belong to discredited types of architecture, and are being rapidly torn down and replaced by more expensive plants. Unless these embody the very best ideas in sanitation and hygiene, these too will soon have to be replaced. There is no reason why school buildings erected to-day should not be well preserved and for the most part hygienic in the year 1975 or even later.

Furthermore, the school health officer gives to the teaching corps invaluable assistance in the teaching of hygiene. At present this is one of the worst taught of all the branches of the curriculum, largely because the teachers themselves have been poorly instructed in the subject. The work of the health department is therefore two-fold. It will give the teachers themselves systematic instruction in the hygiene of physical and mental development, and it will also aid them in the choice of subject matter and methods of hygiene lessons in the schools. At the same time the health inspection of schools is a valuable safeguard to the teacher's health. Where this is one of the functions of the department it is very common for a teacher on the verge of breakdown or of tuberculosis to receive warning and advice which enable her to regain the failing health before it is too late.

Finally the fact should become widely known that more than fifty per cent of the children in our public schools fail to progress through the grades at the expected rate of speed. Within the last year some of my students have collected information on this point in two of the better cities of this state, and have found just as others have found in other cities, that from sixteen to twenty per cent of the children are retarded as much as two years, and six to ten per cent three years or more. It behooves the school to investigate the physical and mental causes for such retardation. The very least that the school should do is to inform the parents of its findings.

The protection of the child is a problem which is bound to take possession of all humanitarian people. To the ethical principles of humanitarianism are added the stern counsels of biological laws, which teach us that any scheme of mental culture which proceeds without regard to the nature and needs of the body is a house built upon the sands. It is significant for the future of the movement that all civilized

nations have almost simultaneously adopted medical inspection. Its universal introduction is inevitable. Germany has forged ahead with her dental clinics and open-air schools, France with her school lunches and vacation colonies, while England has set the whole world an example in the determined way in which she has set about the task. Our own country, on the whole, is behind most of the nations of Europe in the practice of school hygiene, but is making remarkable progress. By May, 1911, a number of states had adopted mandatory inspection and nearly all states characterized by any sort of educational progressiveness have permissive laws. In the North Atlantic States 182 out of 308 cities have medical inspection. In the South Atlantic States 15 out of 45, in the South Central 25 out of 67, in the North Central 84 out of 286, and in the Western 31 out of 52. For any California city to discontinue the work would class it with the semi-civilized countries of Southeastern Europe and the most backward districts of our Southern States.

Surely there can be no doubt that ninety per cent of the people in California favor the continuation of school health supervision. May we not suppose that the noise and din of opposition have their origin from a very small, even though very earnest, minority?

COUNTY FREE LIBRARIES*

MISS HONORIA R. P. TUOMEY

Sebastopol, California

A CIRCULAR letter was sent to the librarian of each county wherein the free library system has been established, and from the answers received the following illuminating data are presented:

SACRAMENTO COUNTY

The Sacramento county free library was established under the contract system in 1908. The first allowance by the supervisors was \$1,500. In 1910, a county library tax of \$.007 on the \$100 netted \$4,100; in 1911, a \$.01 rate netted \$6,200, and for 1912, the rate of \$.014 will net \$9,700. The county tax rate for 1912 is \$1.676 per

COUNTY FREE LIBRARIES

\$100. Five branch libraries with reading rooms, and fourteen deposit stations are maintained. The circulation during the past report year was 32,500. The number of school districts outside Sacramento city is seventy-eight. Work with the schools will be carried on through school collections sent to each school or class room. The books in the libraries of such school districts as have adopted the system have not been put into the general circulation, and the teachers' library has not, as yet, come into the county system.

SAN JOAQUIN COUNTY

In San Joaquin county the work is styled "County Extension of the Stockton Free Public Library." Under the act to provide for county library systems, this library entered into an agreement with the supervisors of San Joaquin county to supply all presidents of said county, so far as its means will permit, all the privileges offered by said city library from March, 1910, to June, 1911, for the sum of \$5,200. Under this agreement, the Stockton city library virtually became a county library. In July, 1911, the supervisors gave the library \$6,000 for the year until July, 1912. The total number of stations is seventeen, and of books circulated during the first year, 50,397.

MERCED COUNTY

The county free library was organized in 1910, under the contract system. The supervisors allowed the board of library trustees \$6,500, for which library service was to be rendered to all of the towns in the county. In 1911, the sum was increased to \$10,000. The county tax rate for this year is \$2.15.

SANTA BARBARA COUNTY

The county free library was established in 1910, under the contract form, the supervisors giving \$3,000 to the Santa Barbara Free Public Library for the maintenance of ten stations. Later in the year \$600 more was given to establish two additional stations. The apportionment for 1911 was \$8,000, and there are seventeen stations, and two home libraries in communities too small to warrant a real branch. There are about 2,000 books in the county collection, but the patrons have free access to the 21,000 volumes in the city library. The rural circulation for the first year was about 30,000, city 65,000.

ALAMEDA COUNTY

The system in Alameda county is carried on by contract with the Oakland library. The supervisors turned over to the Oakland library \$1,000 a month for the establishing of twelve stations. The same provision was made this year as last, viz: \$12,000 paid monthly. The library system is so new in Alameda county that the work has not as yet been taken up with the schools, except in supplying special requests.

TULARE COUNTY

Tulare county adopted the free library system June, 1910, under the contract plan, beginning with an appropriation of \$4,000. In 1911 the amount given was \$8,665. The tax rate outside in 1910 was \$1.15; inside, \$1.10. In 1911, outside, \$1.70; inside, \$1.20. The supervisors promised \$12,000 if the county library receives the Carnegie gift hoped for. There are 111 school districts. Twenty-four stations have been established. During 1910, the 1,436 volumes, all added during the year, circulated 9,500 times.

YOLO COUNTY

The contract system is in force in Yolo county. In 1910 the supervisors appropriated \$5,000 for the first year's work, and the same sum in 1911 for the next year's work. The tax rate for 1911 was \$1.80. Twenty-three deposit stations were established the first year and the circulation for the same year was 15,000. There are forty-two school districts, of which nine have become stations; but only one district has added its library to the county collection.

KERN COUNTY

When Kern county prepared to establish its free library it induced a member of the State library staff to accept appointment. It located the county library in two large and airy rooms in the basement of the handsome new court house in Bakersfield. A tax levy of 2½ cents, yielding about \$10,000, was made for library purposes. Several thousand books were ordered, and arrangements made for establishing immediately ten stations. One of the rooms set apart in the court house has been furnished with solid oak library bureau furniture. Requests for library service promptly began to pour in from all parts of the county. All this since the adoption of the system on November last.

MADERA COUNTY

The supervisors of Madera county established the system in 1910, and have the library under their direct control, as may be done under the newest enactment. For the first year's support the board gave \$4,500, and for 1911 levied a library tax on the county of 4 cents on the \$100, which levy yielded about \$3,400, to which provision was added \$1,200 from the general fund for the librarian's salary. The tax levy exclusive of this was \$3.80 on the \$100. Eight branches were established the first year, custodian's fees being \$5. The total circulation for the first year was 10,000 books in the main library and about 3,500 returned from branches.

There are thirty-five school districts in Madera county, none of which have thus far adopted the system. The library has proven a wonderful success there, and is appreciated by the borrowers of all communities.

The foregoing, which presents the county library status in nearly all counties now maintaining the system may help those who have yet to be led into this new and fruitful field of education and culture. The facts and figures here given make the knottiest cudgels in convincing boards of supervisors that may be entertaining obstructive doubts.

*Statistics as to names of librarians, population of cities and counties, dates and other important data omitted for lack of space.—EDITOR.

A MORE VITAL INSTITUTE
CLARA MARTIN PARTRIDGE

WHAT compels attendance at institutes? Not professional spirit; not a consciousness of unity; not an irresistible inward "instinct for the hive." Teachers are compelled to attend by the least of all motives—the mercenary one. They must attend or forfeit their salaries. Without this stick to drive them in, every county superintendent knows that 90 per cent of his teachers would remain away from the institute, or would prefer to stay with their regular classes.

This I submit as a non-moral, if not an immoral, condition of affairs, and calls for immediate constructive changes. This attitude is by no means confined to the young, inexperienced teachers who may be

expected to chafe in the harness after youth and college. The two causes that are most conspicuous are first, the passing of the conditions that gave birth to the institute and brought forth the law concerning it, and second, the deadliness of institute programs.

The new law governing local institutes does not entirely remedy the existing evils. It has the small advantage of making it possible for a teacher to attend at less expense for railroad fare and board. It does not create or maintain that fine *esprit de corps*, without which, organization is a dead thing. Rather, its tendency is to separate us into groups without a common professional ground and with growing prejudices and rivalry.

What can be done about it? Since California has high standards for the certification of her teachers, institutes are no longer the necessity they once were. Therefore, the teaching body should be free from the ignominy of the fines, such as our present system imposes for non-attendance. The superintendent should be allowed freedom to make a program which of itself will rouse the same desire to attend as does a Nordica concert at popular prices. If he finds it necessary to expend his allowance for but one day's session, give him the right to do so. The result will be manifested in a better professional spirit, and a more vital interest in educational matters and their intelligent discussion.

TRYING THE LOCAL INSTITUTE

JAMES E. REYNOLDS

Superintendent Ventura County Schools

SUPPOSE that in a county of one hundred and thirty teachers there should be held an institute, in the first two sessions of which forty-seven of the teachers and thirteen laymen—nearly all parents—had an active part in the program. Wouldn't that have the appearance of a greater, more diffused, more healthful activity than is common in institutes? Suppose, further, that the first of the two sessions should be attended by from twelve hundred to fifteen hundred people, and the second by from fourteen hundred to seventeen hundred people. Wouldn't that seem almost as if the educational millenium were about to dawn?

Such are the facts that have attended the two series of local institutes held during the present school year in Ventura county. In each series

six meetings, at as many different places, were held on consecutive days. The attendance averaged between two hundred and three hundred to a meeting, the smaller places giving audiences almost as big as the larger. The attendance was thus not less than twenty-five hundred—probably nearer three thousand, for the two series.

To make it convenient for people of outlying districts, the time chosen was the week of the full moon. Not many attended from outside the districts in which the respective meetings were held, but there were cases of trustees and parents who drove six to ten miles. This occurred where the institute was held in a part of the county somewhat remote from a town. Lecturers of the quality provided for our institutes had never before appeared in these country districts, where, nevertheless, are many cultured people, who desire and are fully capable of appreciating the best of intellectual good things.

One subject only was considered in each series—literature during the first, with Lee Emerson Bassett as lecturer, and geography during the second, with Loyal Lincoln Wirt as lecturer. In each place, teachers and others presented various phases of the subjects, such as methods of teaching, the work laid out in the course of study, criticism of results, difficulties and how to overcome them, etc.

Teachers listened to the ideas of those of their number who were on the program, all, of course, from nearby schools, with curious and active interest. The value of this was not lessened by a greater readiness to question, to challenge, to criticise mentally, than they would have had in listening to more authoritative speakers, and they found interesting and valuable, in many cases, the points of view of the parents.

In the literature work, the effect of the six meetings on the elementary schools was more marked than that of any former institute which I remember. As the subject was single, the impression on the minds of the teachers was clear and definite; and the response in the schoolroom work in literature was immediate and unmistakable. Many teachers opened school next morning with new views of the importance of the subject, with new ideas as to teaching it, with a new inspiration, a feeling that whatever might be slighted as relatively unimportant, the refining influence of literature ought certainly to be brought to the minds and hearts of the children. Hardly a school I have visited since but has shown some effect of that first series of local institutes.

In at least three out of the five towns in the county the effect from the standpoint of the general public was also well worth while. In one place a suggestion that good poetry should be read aloud and recited has been acted upon by the librarian of the public library, who has initiated at the library a series of evening programs consisting of poetry reading and music. In another place, Professor Bassett has been invited to return to give a reading of Shakespeare, open to the public, under the auspices of a literary club. Left to themselves, people probably do not read poetry, but the experience of this institute indicates that they will enjoy hearing it rendered by one who knows how. And not only those who study literature, or who read much. A blacksmith, who is not, so far as I know, a bookish man, came to me some weeks after the meetings, and said: "I'm going to attend your next institute if I have to walk ten miles to get there."

The October series consisted of evening meetings only—the December series of afternoon and evening meetings. The afternoon sessions began at 2 o'clock, schools being dismissed at the close of the forenoon. These meetings were fairly well attended by parents, though not so largely, of course, as the evening meetings. Teachers and, in most places, parents gave short talks on phases of geography, and Mr. Wirt usually spoke for fifteen or twenty minutes.

Informal discussion took some time between papers, and the whole occupied about two hours. The best afternoon programs, so far as the teachers' works is concerned, were where there was little or no formality; where teachers sent their questions and answers back and forth after the reading of a ten-minute paper, or an equally short talk.

The program can not with best results be arranged on the principle of giving as many as possible opportunity to take part, except in an informal way. Teachers are wonderfully like their pupils. Here and there is to be found one who won't play, and who finds fault with those who do. A few are diffuse. Many are timid; but when these take their courage in both hands, they usually have something to say that is worth listening to; they usually prepare fully, and give talks or papers that are a credit to themselves and the occasion. Our local institutes have discovered a few teachers with real messages to deliver, with valuable ideas on the teaching of geography and literature gained in actual schoolroom experience, and with the language to express themselves

so that they are better able to interest and instruct an audience than many professional institute lecturers.

By and large, our local institutes have been quite successful. Kubelik excepted, the California Teachers' Association at Los Angeles this year had nothing better than the two lectures our institutes made available to practically the whole of Ventura county. The inspiration and enthusiasm that often attend gatherings of teachers proceeds from the man with a message, not from the bringing together of a large body of teachers. He is just as inspiring before an audience composed of teachers, parents and the general public. Moreover, the enthusiasm aroused in a local institute, instead of being confined to the teachers, is to some extent diffused throughout the community.

The advantages of the local institutes are financial, professional and social. Because they are brought, as near as may be, to the teachers, they are cheaper to attend; and because they save to the schools at least four of the five days the annual institute takes away, they are vastly cheaper to the taxpayer. Because they make an agreeable break in the monotony of school life, the short sessions are rather refreshing than tiring; because they give opportunity for a large number of teachers to take part in the program, they offer the advantages of activity over passivity; and because only one subject is considered at a time, distinct and definite ideas are attainable. Because they are available to parents throughout the county, their tendency is to promote community of ideas between teachers and parents; and because they are open to the general public the cultural value of their lectures may be advantageous to the entire community.

THE VALUE OF THE LARGER EDUCATIONAL ASSOCIATIONS

C. G. PEARSE

Superintendent of Schools, Milwaukee; Pres. N. E. A.

THE armies gathered for the Crusades, on their return, scattered, carrying the civilization, the culture and refinement, the knowledge of the East to every nook and corner of western Europe. A hundred thousand pilgrims thronging Mecca have more than once carried the germs of the plague or a scourge of cholera to every city

and district and mountain village to which pilgrims returned. Conventions and gatherings of persons from many and varied localities are seats and origins of influences and movements, physical, intellectual and spiritual,—good and bad; the possibilities of value in such gatherings are greater or less according to the numbers gathered together, and to the number and variety of the places from which ideas and influences come and to which they are carried on the return.

Local meetings of teachers—associations, institutes, conferences—are good; those gathered are more or less closely knit together by common environment, problems, personal acquaintance. They help each attendant to solve particular or local questions, to discuss more intimately and in a more personal way the local applications of general problems, to work out details, to increase the number and strengthen the bonds of personal friendships.

State associations and gatherings of members of the teaching profession are important. They tend to prevent small provincialism; to create unity of sentiment and make possible unity of action on educational matters of state-wide importance; to promote pleasant social relations and create the mutual understanding and confidence which are vital if state educational movements and problems are to be adequately dealt with. And as the state is the large unit for educational organization, and as educational legislation is almost wholly a state matter, these state organizations which not only discuss general educational problems and extend state acquaintance, but also shape state educational opinion and foster unity of action on matters of educational legislation, are of the greatest importance.

But there are educational questions which are national in scope and importance; questions which require the garnered wisdom of all the school people of the land, out of experience in many localities; questions which for their solution require, first, that the effective leaders of educational thought and action should agree, essentially, on what were well to be done; second, that concert in action be had to bring about the necessary action or legislation. For this need, nothing but a national education association will suffice. And such an association must include not only all sections of our country, but representatives of all general and special lines of educational endeavor. It must include not merely "leaders," or the leaders in a few leading lines of educational work;

it can only be of the greatest value, and best fulfill its mission if it brings into association the great "educational common people," as well as the educational elect, sometimes styled "the fit." Leaders are of small value unless others follow; and the palmy day for self-appointed leaders has gone by. The leaders to-day are those who are in touch with the people; who represent the people and their aspirations, and have their counsel. The leaders of such an association may learn as much from the membership as the membership from the leaders; only in such an association can the best results come.

Such an organization speaks with the composite voice of its members; it can do much in promoting acquaintance between them, both between those from different localities, and those in different lines of educational endeavor; it can do much to crystallize educational sentiment on pressing questions, and promote unity of action on vital matters which require legislation. And above all, such an association will provide the opportunity and the forum where the school people from everywhere and from all fields of educational endeavor may sit shoulder to shoulder and look into the faces of those of their number who have a message to deliver, and hear the issues discussed and the vision proclaimed by the living voice.

SHANAHAN AMENDMENT SHOWN TO BE INVALID

ON February 17th a meeting of the Free Textbook Committee of the California Teachers' Association with the chairman of the Committee on the Reorganization of the State Board of Education was held in San Francisco. The committee had previously submitted to Mr. Edward Hohfeld, an attorney at law of San Francisco, the Shanahan Free Textbook Amendment with a request for an opinion as to its validity. It was shown by Mr. Hohfeld in a detailed opinion that the Supreme Court of California in *People vs. Curry* (1900), 130 California 82 held that:

"The legislature has no power to legislate on any subjects at a special session other than those specified in the proclamation convening it, in extraordinary session. Although the proposing of a constitutional amendment is not ordinary legislation, yet it is the exercise of a legislative function and cannot be lawfully done at a special session, if not

specified in the governor's proclamation convening the legislature."

As Governor Johnson's proclamation convening the Legislature in extraordinary session in November, 1911, made no provision for the appointment or election of the State Board of Education, Mr. Hohfeld held that:

"It therefore follows undoubtedly and without question that the legislature exceeded its power in incorporating the proposed amendment for free textbooks with the provision relating to the appointment or election of the State Board of Education in such manner as the legislature shall provide."

With the amendment of doubtful validity now before the people, the committee agreed unanimously to submit a report to the California Teachers' Association at a meeting to be held in Los Angeles on April 13th favoring the initiation of an amendment to the Constitution providing for

1. A State Board of Education, appointed by the Governor, for long terms, one member retiring each year.
2. The State Board to have power to select needed assistants.
3. The Superintendent of Public Instruction to be elected as now, and to be ex-officio Secretary of the State Board of Education.
4. Free textbooks for all the public schools of the State.
5. The legislature to enact general laws for the adoption of textbooks and the distribution of free textbooks to all the public schools.

A special committee was appointed to formulate a report for submission to the Association. The committee will confer with civic bodies and with other organizations and associations throughout California with reference to the provisions of the proposed amendment.

Says Nelson A. Jackson in *Education* for December: "The private school supplies a real or fancied need of the parent who objects to the foreign element; it takes the child from the home where there is not time for training; it cares for the ward of the worried guardian; it gives individual attention to the pupil who is slow of mind; it trains the unruly boy, without disgrace to the parents; it seeks for and develops the backward boy and girl from the country; it provides wise supervision for the child during the critical age."

THE ATTORNEY GENERAL HEARD FROM

The NEWS is in receipt of a letter from Hon. Edward Hyatt, Superintendent of Public Instruction, giving an opinion from the Attorney General's office on the attendance question. The opinion is of such general interest to superintendents, principals and teachers that it is herewith given in full:

SAN FRANCISCO, Feb. 7, 1912.

DEAR SIR:—

Your letter of the 5th inst. received, in which you write as follows:

"I have the honor to ask your opinion upon the intent of Section 1858, subdivision 5, of the Political Code, which says:

" 'The attendance of pupils present less than one-fourth of any day shall not be counted for that school day and pupils present for one-fourth of a day or for more than one-fourth of a day, shall be counted as present for one-fourth of a day, one-half of a day, three-fourths of a day, or for a whole day, as the case may be.'

"There are two pronounced views of the meaning of this paragraph. One holds that the prohibition to count a quarter day impaired by absence or tardiness applies only to the single case of pupils who are in school less than a quarter day during the whole day, or as if there were a colon or semicolon after the words 'school day' in the second line. This view holds that a pupil who remained in school more than one-fourth of the day should be marked present for the day regardless of the partial absences or tardinesses in the remaining three-fourths. Thus, a pupil coming twenty minutes late in the morning, again twenty minutes late at noon and leaving twenty minutes before the close of school would be marked as present a full day for drawing money, his defection being represented by tardy marks but not by a reduced attendance.

"The opposing view holds that the intent of the paragraph is to prescribe the quarter day as the unit of attendance, and to prescribe that only complete units shall be counted for the apportionment of school money. It would not give credit for more than three-fourths of the day for a pupil who was tardy or absent for any part of the school day."

Where the language of a statute is not ambiguous, but of plain and obvious import, the rule is imperative to follow the language employed in its interpretation.

In re Mitchell, 120 Cal. 386.

Brison vs. Brison, 75 Cal. 529.

Hawley vs. Brumagim, 33 Cal. 394.

What is more obvious than the meaning of Subdivision 5, Section 1858, Political Code, above quoted? It declares, first, "the attendance of pupils present less than one-fourth of any day shall not be counted for that day." Whether the failure of a pupil to be present for one-fourth of a day is due to mere tardiness or total absence is a matter that the statute does not go into, so it makes no difference whether you term the particular case of non-attendance, absence or tardiness, the pupil must attend at least one-fourth of the duly prescribed school day.

Now, the law further declares, "pupils present for one-fourth of a day or for more than one-fourth of a day shall be counted as present for one-fourth of a day." This expressly negatives any claim that attendance for one-fourth of a day shall be counted a full day. Since a pupil whose attendance does not constitute a half day cannot be said to have attended a half day, though he falls short of the same by but a few minutes, he can only be counted as having attended one-fourth of a day. By a parity of reasoning, a pupil who we shall suppose comes tardy in the morning, cannot be said to have been present for a "whole day" and must therefore be counted as having attended three-fourths of a day. It would seem from this, that the natural meaning of this clause, paraphrased, is simply this: *pupils present for at least one-fourth of a day and for more than one-fourth of a day, but not one-half a day, shall be counted as present for one-fourth of a day; pupils present for at least one-half of a day and more, but not three-fourths of a day, shall be counted as present for one-half of a day; pupils present for at least three-fourths of a day and more, but not for a whole day, shall be counted as present for three-fourths of a day; and pupils present for a whole day shall be so counted.*

It would seem to be the intention of the legislature by inserting this provision in the law at its last regular session, it not having existed before, to secure a reasonably strict accounting of school attendance.

Yours very truly,

U. S. WEBB, Attorney General.

By E. B. POWER, Assistant.

The last item written before going to press is to record the visit to our sanctum of John Swett. A teacher at seventeen and now in his eighty-second year, this man by his achievements may shame many of us. John Swett, you are always welcome!

THE SCHOOL DAY

JAMES B. DAVIDSON

County Superintendent of Marin County

THE recent discussion of the Supreme Court sustaining Rule 2 of the State Board of Education is very good in most respects, but it did not go far enough in a loyal adherence to established and constituted things. By this decision, time is made the essence of the contract between the State and the people in the matter of public schools. The State contracts to provide, by money and by law for these schools, and the people, on the other hand, agree to patronize and use the schools for a minimum of 160 days a year, and a minimum of four hours a day.

UNIFORMITY OF THE DAY'S WORK

This is good for the schools and for the children. It will lead to uniformity in the time spent in school by the children and will bar teachers and school boards from closing school upon occasions to suit their pleasure or convenience. The court might have gone farther and given its support to the statutory time of opening and closing school—9 a. m. and 4 p. m.

A new dignity has been given the State board by this decision. No doubt the board will deport itself so as to convince us of its worthiness.

SUPREME JUDGES NOT SCHOOL TEACHERS

One or two points in the decision would convince any one that the justices have never been school teachers. By the decision recesses are not regarded as school time. These recesses are given for the benefit of the child—his health and his progress at school. All children are under the direct control of the teachers during recesses and many are taught plays, games and dances at such times, all of which go to make up a complete and well-rounded-out public school education.

SUPERVISED RECESSES GOOD SCHOOL TIME

I am sure, had the court been in close touch with our new schools, it would have considered the recesses supervised and directed by the teacher, the most valuable part of the day's work at school, and counted them as school time.

SQUEEZED BETWEEN THE LAWS

Laws often parallel each other so closely that anything coming between them is inconveniently squeezed. We have now two laws, a rule and a decision which create this condition. One law states that a child under eight years of age shall not be kept in school more than four

hours a day. Another law provides for recesses, and Rule 2 provides a minimum day for great and small alike of four actual hours' work.

Hereafter, first grades, now dismissed at 2 o'clock, must remain until 2:20. This early dismissal of the little children was on account of their health and bodily welfare. They were dismissed early that they might have the exercise, the play, the enjoyment, the rest, the sleep, which interested humanity, supported by medical science, believed was best for children at such an age.

POSSIBLE OVERSIGHT OF THE COURT

I think if this provision of the law had been presented to the court, that the court would have modified its judgment so as to demand of the children under eight, a day which would bear the same ratio to the statutory time required for such children as the four-hour day of Rule 2 bears to the statutory time required of children under eight, viz: six hours, less recesses.

There is no doubt but that the court construed "recesses" to be time void of school work, and also of anything having a profitable relation to the child or his school work. There are the old recesses and the recesses of the teacher who uses that time to correct papers, make out report cards, etc., but not the recesses of the teachers who supervise and teach the games and sports and folk dances during recess time.

INFLUENCED BY SCHOOLS OF BOYHOOD

The State board lost sight of this in the creation of Rule 2. They adapted their rule, no doubt, to the schools of their boyhood. This is not strange. The impressions of early youth come bobbing up with the least effort, so that when the board began to adapt the rule they thought of the many hours they wasted in unsupervised play during school recesses of bygone days.

THE STANDARD FOUR-HOUR DAY

The opinion emphasizes a four-hour day. It is the minimum of attendance in the school room which can be counted a day.

This judgment is free from an arbitrary or despotic interpretation of the rule. Under this opinion, as I understand it, a child is present a full day, even though he was late a few minutes in the morning, or at any recess, so long as he was in school a full and complete four hours.

HOW SHOULD SCHOOL ATTENDANCE BE RECORDED?

MARK KEPPEL

THE new school registers instruct teachers that "Partial attendance for any quarter of any day must not be counted in making up the attendance for the month."

This rule has caused, and is causing, much trouble. Teachers object to it because its observance compels them to make reports not in harmony with the facts. Pupils object to it because they are called *absent* when they are really *tardy* and *present*. It discriminates disastrously against the more than 500 schools whose pupils travel great distances daily to and from school. In many cases, tardiness is inevitable, and at once the pupil is charged with an absence of one-fourth of a day.

Various expedients are being used to escape the rigors of this rule. Some districts do not count the time from 9:00 a. m. to as late as 9:45 a. m. Pupils who come late are counted present if they arrive before the end of the probationary period. Some districts begin the day at 9:00 a. m. for those who are on time and at later periods for those who arrive late, and end the day correspondingly late. This saves the district's record, but punishes the teacher. Some districts divide each quarter day and call the children absent who are present less than one-half of any quarter, and call those present who are present one-half or more than one-half of any quarter of a day. Some districts ignore the rule and keep their records in the good old way. Some districts obey the instruction.

It is pertinent to inquire whether the fault is in the law or in its interpretation. I believe the law is all right. I consider the interpretation of it, as expressed in the rule printed in the registers, to be most erroneous and unsatisfactory. I think the Legislature sought to accomplish two things when it enacted the law upon this subject: It sought to secure greater accuracy by making the unit the quarter-day instead of the half-day; and it sought to end a growing abuse by providing that a child must actually attend school for at least one-fourth of a day to be counted at all. The law does not say "that unless a pupil is present for the whole of any quarter of any day, the pupil shall be marked absent for that quarter of that day." The law says, "the attendance of pupils present less than one-fourth of any day shall not be counted for that day."

This part of the law tells plainly what part of a pupil's attendance to throw away. It says plainly that if the pupil is absent more than

three-fourths of any day he shall be counted as absent for the whole day. The remainder of the law tells what to do if the pupil is present for one-fourth or more than one-fourth of any day. The law says, "and pupils present for one-fourth of a day or for more than one-fourth of a day shall be counted as present for one-fourth of a day, one-half of a day, three fourths of a day, or for a whole day, as the case may be."

The law does not direct any one to throw away any part of any pupil's attendance if the pupil be present for one-fourth, or for more than one-fourth of any day. Hence I maintain that where a pupil is present one, two or three-quarters and a part of another quarter of any day, the pupil should be counted as *tardy and present* for the quarter of the day in which he is present part of the time, and present full time for the other quarter or quarters of the day, as the case may be.

The present rule will continue in force unless Superintendent Hyatt changes it. He will change it only when convinced that it is erroneous. If you agree with me that the law has been misinterpreted, and that the interpretation which I have given in this letter is correct, please write to Superintendent Hyatt, urging him to reconsider his former decision, and to change the rule so that pupils will lose no credit for any attendance except those pupils who are absent more than three-fourths of any day.

If you think the present rule is correct, I would like to read your reasons for such opinion.

Calvin N. Kendall's seven main factors going to determine the efficiency of a school: "The School Building or Plant; the Course of Study; the Organization of the Schools; the Teacher; the Supervision or the Leadership of the Schools; the School Board; the Attitude of the Community, or Public Sentiment Concerning Schools."

Occasionally a talk with an unruly boy will do more in getting at his viewpoint than all the biting sarcasm that a principal or teacher can manufacture in a two-hours' harangue. A conversation that never mentions the matter under consideration may cause the pupil to think more of what he ought to have done than all the brow-beating that can be heaped on the offender in a formal, perfunctory address, filled with sundry admonitions."—James M. Greenwood in *Missouri School Journal* for December.

VISITS AFIELD

THE SCHOOLS OF SANTA CLARA COUNTY

Shasta to San Diego, whether in the broad, tender valley or on the remote, frowning shoulders of the Sierra, education is the chief business of the Californian. In no state is there greater diversity of agricultural, industrial and commercial interest. In none is there greater unity of educational purpose. Miles beyond the sound of whistle of locomotive or clink of telegraph key are teachers and trustees, ever ready to "follow the gleam." Wherever located, every pupil, pedagogue and parent has a message to deliver. To grasp this message and to carry it to others is the mission of our "visits afield." Much of value we shall miss. Mistaken in judgment we may oftentimes be. For the present our visits must be confined to the more centrally located sections of the State. Here beginneth the recital of our first official visit,—made to the County of Santa Clara.

What a glorious company! County Superintendent Bateman, President Dailey of the San Jose Normal, Superintendent Sherriffs of the Garden City, Manager Barr of this Journal and the Editor thereof—all were "among those present." A perfect day (but why mention so ordinary a circumstance in the Santa Clara Valley), and best of all, schools and schools.

In population, amongst counties of the State, Santa Clara ranks fourth with 83,539 souls. With an area one eighty-fifth that of the State of Nevada, this county with its average population of 64.9 per square mile, has more people than our thriving sister State.

Truly Bayard Taylor knew whereof he wrote when he said the Santa Clara Valley was one of the three most beautiful valleys in the world. With mountains always before us, the Mt. Hamilton range in the distance, an occasional glimpse of San Francisco Bay, and a constant succession of prune, apricot, cherry and peach orchards, the day was one of the red-letter variety to the NEWS staff.

THE MOVEMENT FOR ENLARGED GROUNDS

Of significant features on our visit there were many. The tendency toward enlarged school grounds has made itself felt in urban communities, notably in San Jose. But such marked progress has been made throughout the rural districts of Santa Clara County that two-acre plots have been increased to four; grounds containing four acres have been doubled; five and ten-acre tracts are quite the rule. This tendency

is found in country and in grammar as well as in high schools. In the Union School District, a one-room building, with Miss Julia Rodgers as teacher, is about to be replaced by a more modern structure. Many of the voters of the district declare they will defeat the proposed bond issue unless the present grounds, much larger than most rural school sites, are very materially increased. The Los Gatos High School has five acres, the Gilroy High ten acres. Of grammar schools, the Burbank with four teachers, has four acres; the Los Altos, with two teachers, has five acres; the Burnett and Cambrian, with two teachers each, have three and two acres respectively; the Hester, with ten teachers, has four acres. Sunnyvale has six teachers. The building is on a lot of two acres with double this area unoccupied adjoining. With all this, the trustees have been instructed to buy another tract of ten acres.

No wonder the move for larger grounds is successful. At Willow Glen, where Miss Mildred Hanson is principal, the students and teachers assembled under direction of the president of the student body, a seventh grade boy. Following a few "feeble remarks" by the visitors, this boy spoke briefly upon student control and the plan of organization. He called upon the president of the eighth grade class, a lad who touched upon the advantages of modern buildings and the necessity for larger playgrounds. As an advocate, this boy would convince any board or community open to conviction. Says Superintendent Bateman: "Educate the teachers to educate the children to educate the people." Frequently on entering a room the superintendent will write upon the board questions relating to the significance of open air schools, properly lighted and ventilated buildings, and large grounds. The questions the children debate and talk over with their parents.

WARM LUNCHEONS

The Hester Grammar School, with M. V. Trace as principal; the Sunol, under Principal B. C. Healy, and others of the larger near town schools, are providing warm luncheons for pupils and teachers. With a competent woman in charge and a modest equipment in a basement kitchen, fully one-third the pupils in these schools are provided with excellent luncheons, better prepared and less expensive than could be had in the ordinary home. That this will lead directly to the establishment of departments of domestic science and art in the larger rural schools there is no doubt.

ORAL EXPRESSION

In the seventh and eighth grades at the Sunol school on Friday afternoons, a half hour is devoted to debates. The advisability of holding a picnic or the relative value of arithmetic and grammar in the school—this is the type of question discussed rather than that of the Single Tax or the Recall of the Judiciary. Oral expression holds a strong place in the schools of this county. Miss Lizzie Farrell, principal of the Meridian school, called upon an eighth grade girl to give the substance of a discussion on the suffrage question, presented some weeks before. In a delightful, self-possessed manner this young lady made her plea. Few grown-ups could have done better. Superintendent Bateman has secured an expert who will meet and instruct the teachers throughout the county in oral expression and story telling. This subject will be taken up at the institute next fall.

SCHOOL GARDENS

Grounds are being beautified and playground equipment installed. At the Burbank school, under the direction of Miss Halburn, we found plants and shrubs donated by Luther Burbank. Fences, outhouses, and unsightly spots are beautified in many schools with flowers and trees. Interest is everywhere apparent. The growing of fruits, flowers and grains is carried on extensively in the Santa Clara Valley. School gardens and plots properly administered lead to an appreciation of and scientific attitude toward this greatest of vocations—agriculture.

MUSIC

Perhaps no one feature of the work impressed the visitors more favorably than that of the music in many of the schools. From the one-room county school to the town school attention is given this important subject. Pianos are found in the most distant districts. In each school some one teacher is selected to handle the music in all the grades. It is worth while to note a particular instance. The Cambrian is a modern two room country school built in mission style. A library and teachers' room, large lobby and cloak rooms are features. There is furnace heat, and lighting and ventilation are excellent. The principal, Miss Myrtle C. Sewrynck, conducted the music in a manner to do credit to any large metropolitan school. With her assistant, Miss Daphne Pitman, the older boys and girls gave an exhibition of Folk Dancing

such as to make the visitors clutch their chairs to keep from joining in. "We want those people for our city schools," said a voice in my ear. Yes, indeed; take the teachers of personality, of power, of experience to the city just as they begin to inject life into the country schools. Let us tell you, Mr. County School Trustee, the greatest problem in education to-day is that of the rural school. If you pay your teacher a salary less than that received by your foreman or a first-class "hired man"; if you change teachers every year or two; if your school building is less attractive than the modern poultry house; if you grumble and growl at a request for a set of supplementary books or a wall chart, whose is the fault if *your school* is below par? Don't you know that the best way to keep children in school and on the farm and to build up your community is to put money into good teachers and good schools?

As in music, so in manual training, domestic science and domestic art, some one teacher in each school is designated to carry on these subjects. As the greater number of teachers in the county are graduates of the San Jose Normal, they are prepared, in the elements at least, of these lines.

In point of fact, 400 of the 445 teachers in the country are graduates of the San Jose Normal School. What other county can boast this record for trained teachers?

LOOKING TOWARD HIGH SCHOOL

Beautiful Los Gatos, a gem in the valley of Santa Clara, had much to offer. The grammar school, under Robert Down, has just graduated an eighth grade class, practically every member of which will go to the high school. Principal Frank M. Watson of the latter institution presides over a school that in building, equipment and site is of the best. School after school we visited, country and town, where much the larger number of eighth grade graduates pass on to the secondary school.

This argues well for the schools of the county. Teachers who are enthusiastic, who enter into the spirit of the work, and who present the really vital phases of school work may expect their pupils to go forward in large numbers.

THE FUTURE CITIZENS

One little country school in a quiet valley, presided over by a quiet teacher, reminded us of our own early school days and our first teaching

experience. The pupils were a score and three, in all grades, ranging in years from 6 to 16; the equipment meagre—a few books, a map or two, blackboard hardly in the best of repair, and the inside chimney running a close second to Pisa's Leaning Tower. You pity the teacher so far removed from the centers of activity and culture? As Miss Belma Hoerler of the Austin school called the tiny folk for a flag drill, the future citizens, as they performed their exercises, furnished a complete answer to your query. In busy mart or in the silence of the range or the sand waste, education (said we not so in the beginning?) is the chief business of the Californian.

IS IT WORTH WHILE?

We stood with Principal Robert Loosemoore on the grounds of the Saratoga school, surrounded by acacia and gum trees, and looked away to the Santa Cruz mountains with their changing tone and tint. The softer hills bearing their marvelous growth of foliage stretched behind. Away out yonder the gaze reached dimly the wonderful bay, that with its silvery waters seemed to lie asleep. The orchards of prune, the largest in the world, the center of the "prune land" that last year produced the greatest portion of the California yield of 45,000 tons, lay just beyond our reach. From sunshine and landscape we were brought face to face with the commercial significance of this land of fatness, where nature in her rich abundance has in the past twelve months paid mortgages and notes and cast a friendly bank-balance in the farmer's favor. With the setting sun we sped past happy homes and smiling children, and teachers cheerily waving them good-night. And a song rose to the lip and a mist to the eye. The mist said as plainly as spoken word: Oh that the boys and girls in the crowded cities of the east might enjoy God's bounty in the Santa Clara out-of-doors. And the song? The song was merely the echo of what field and flower were singing to the teachers:—"It's worth while, it's worth while."

Arthur H. Chamberlain.

COMMENT ON THE ST. LOUIS MEETING

JAS. A. BARR

Philadelphia for 1913.

Pres. W. T. Foster of the Reed Institute, Portland, represented Oregon.

Among the Californians present was Miss Emily F. Morrison of the Anna Blake Manual Training School, Santa Barbara.

Prof. Earl Barnes, formerly of Stanford University, addressed the meeting on "The Educative Value of the Study of Agriculture."

Supt. Edward Hyatt was selected to represent California on the National Committee on Agricultural Education.

The St. Louis press did not seem to realize that a great educational convention was meeting in that city.

As usual, Bruce's Bulletin was the "Who's Who" of the convention. On the closing day the Bulletin listed 1899 attendants.

Among the Colorado delegation was Frank E. Thompson of the University of Colorado, formerly of the San Francisco State Normal School.

The bookmen of the Pacific Coast were represented by G. H. Chilcote of D. C. Heath & Co., Walter J. Kenyon of Rand, McNally & Co., and A. E. Shumate of Ginn & Co.

Of state superintendents present there were Mrs. Helen M. Wixon of Denver, A. C. Nelson of Salt Lake City, and Alvan N. White of Santa Fe, New Mexico.

Supt. Chas. E. Chadsey of Denver, the President of the Department of Superintendence, made an ideal presiding officer. Colorado rallied to his support splendidly, sending a delegation of fifty.

Prof. Alex. B. Coffey, head of the Department of Education of the State University of Louisiana, formerly of Stanford University, attended several California reunions at St. Louis.

The National Council of Education was fortunate in having as its President, Charles H. Keyes, formerly of Pasadena, now Executive Secretary, Committee on Safety of the City of New York.

The most inspiring thing of the trip? Hearing ten thousand people sing America in the great Auditorium at Denver. It made one proud to feel that he was an American—and a Californian.

Among those from the State of Washington were: Thos. F. Kane, President State University, Seattle; E. T. Mathes, Principal State Normal School, Bellingham; Supt. W. F. Geiger, Tacoma; Supt. C. R. Frazier, Everett; Supt. B. F. Watson, Spokane, and Supt. Arthur R. Wilson, Aberdeen.

Dr. F. B. Dressler, formerly of the University of California, now specialist in school hygiene and sanitation of the United States Bureau of Education, was one of the quiet workers at the meeting.

The veteran superintendents were very much in evidence. Among them were Schaeffer of Pennsylvania, Maxwell of New York City, Pearse of Milwaukee, Greenwood of Kansas City, Joyner of North Carolina, and Shawan of Columbus.

The social feature of the meeting was a banquet tendered to Commissioner P. P. Claxton by the National Committee on Agricultural Education. Schools from Maine to California and from Minnesota to Porto Rico contributed delicacies for the menu.

It was a great meeting, great in attendance, in enthusiasm, in its programs, in educational results. Fully 2,000 were in attendance, at least 300 more than ever came to any previous meeting of the Department of Superintendence.

The most vital question discussed at the meeting was that of economy of time in education. The plan of the intermediate high school as being worked out in Berkeley and Los Angeles attracted general attention. The strongest presentation of the plan was made by Supt. J. H. Francis of Los Angeles.

The bookman was much in evidence at St. Louis. To his credit, be it said, that he did not talk "shop." He was there to keep an eye on educational movements, to renew old friendships, to make new ones. He was the acquaintance committee of the meeting and right well did he do the work.

Since 1903, St. Louis has furnished free textbooks to all pupils in the public schools. During the last school year the average cost per pupil was as follows: Evening schools, \$.40; elementary schools, \$.31; high schools, \$1.57.

Supts. J. M. Rhodes of Pasadena and F. M. Fultz of Santa Barbara were among the Californians in attendance, the St. Louis meeting being the fourteenth consecutive gathering of the department attended by the latter.

Of the more important questions considered at the meeting were the determining of school efficiency, health problems in education, rural school education, vocational guidance, the schoolhouse as the civic and social center of the community, and agricultural education.

Supt. J. W. McClymonds and City Architect J. J. Donovan of Oakland inspected a number of the modern school buildings in St. Louis. Before their return to California they will make a study of

typical school buildings in Denver, Kansas City, Chicago, New York and Boston.

One of the most important investigations ever undertaken by the National Council of Education is that on how to improve the rural schools. The preliminary report of the committee, submitted by Edward T. Fairchild, Superintendent of Public Instruction, Topeka, Kansas, is certain to arouse renewed interest in the rural school problem.

The diversions of the trip to St. Louis included snowballing in Wyoming and Illinois, skating in Missouri, a blizzard in Kansas, and participation in what the farmers of Colorado call their "million dollar" snow storm. The manager is more firmly convinced than ever that California is a second edition of the Garden of Eden.

Supt. F. M. Fultz of Santa Barbara, Supt. J. F. Treasure of La Junta, Col., and the writer spent a day in visiting the schools of Kansas City. Incidentally they inspected the 35-acre Armour packing plant and traced the whole process of manufacture from the live steer to the canned product.

The following officers were elected to conduct the affairs of the Department of Superintendence during the coming year: President, Supt. F. B. Dyer, Cincinnati; First Vice-President, Supt. Samuel Hamilton, Allegheny County, Pa.; Second Vice-President, Mrs. E. C. Ripley, Assistant Superintendent of Schools, Boston; Secretary, B. W. Terreyson, State Department of Education, Little Rock, Ark.

New Mexico was represented by Alvin N. White, Superintendent of Public Instruction, Santa Fe.; Frank H. H. Roberts, President New Mexico Normal University, Las Vegas; Supt. M. H. Brasher, Roswell; Supt. W. A. Poore, Carlsbad, and Supt. John H. Milne, Albuquerque. The new state sent a larger proportion of its educational leaders than came from any other state.

Editor Chamberlain fully intended to attend the meeting. In order to avoid all trouble with blizzards, he started by the southern route, and met several lecture engagements in Arizona and Texas. However, in some mysterious way, he located a huge snow bank in the wilds of New Mexico and, after patiently waiting three days for something to happen, "telegraphed" his pencil to the manager in St. Louis and returned to the Land of Sunshine, where blizzards are not.

With all the courtliness of the South and the energy of the North, Commissioner P. P. Claxton is proving to be an educational dynamo in the affairs of the Bureau of Education. He was the dominant figure at the St. Louis meeting. His policy for extending the usefulness of the Bureau should be vigorously supported by the educational leaders throughout the United States.

The Utah delegation headed by A. C. Nelson, Superintendent of Public Instruction, Salt Lake City, consisted of Supt. D. H. Christensen, Salt Lake City; Supt. J. M. Mills, Ogden; W. M. Stewart, President Normal School, Salt Lake City; Supt. Henry Petersen, Brigham City; Supt. Orson Ryan, Midvale; Supt. L. E. Eggertsen, Provo; Supt. J. P. Creer, Spanish Fork; J. L. Fairbanks, Supervisor of Drawing, Salt Lake City.

The pupils of the St. Louis open-air school for tubercular children kept open house in honor of the visitors. The school accommodates but twenty-five pupils and has a much larger waiting list. On the closing day the children, in their uniforms of red flannel, gave a program of national folk dances. It was a decided novelty to attend a school session in a room open on three sides, only partly protected by canvas, and with the thermometer below the freezing point.

If members of the Department of Superintendence have their way, the Liberty Bell will make the trip to San Francisco in 1915, as proposed by Supervisor Henry Payot. Nathan C. Schaeffer, Superintendent of Public Instruction of Pennsylvania, held that the bell was the property of the Nation rather than of Philadelphia. As it has already taken at least three journeys, one to Allentown, when Philadelphia was captured by the British, a second to the World's Fair at Chicago, and a third to the St. Louis Exposition, he favors its proposed triumphal trip across the continent to the Panama-Pacific Exposition in 1915.

Miss Ednah A. Rich, President of the State Normal School of Manual Arts and Home Economics at Santa Barbara, attended the St. Louis meeting, visiting en route art and industrial institutions in Chicago, Urbana, Toledo, Boston, New York City, Baltimore, Washington and Philadelphia. In New York she delivered an address at Teachers' College. On the return trip she visited Tulane University.

The manager of the NEWS represented California at the annual dinner of the Educational Press Association. He took as his theme 1915, told of the plans of California's two expositions, pointed out that the progress of the world through education would be the keynote for both expositions, urged the members of the Association to "boost" expositions and California until 1915, sought their support in securing the Liberty Bell and invited everybody to visit the Land of Sunshine both early and often. In contrasting the snow and icicle decorations in St. Louis with California's winter climate, he read telegrams from San Diego, Pasadena, Del Monte, Oakland and San Francisco, giving the temperature in those places and telling of flowers and trees in bloom, classes reciting out of doors, etc.

DICTIONARIES

FOR THE PUPILS

Do you realize what a powerful aid in self-education is the habit of using the dictionary? If you can fix it upon your pupils it will go on educating them all their lives, teaching them a thousand times as many facts as you can possibly teach them in school. Have you a right to let your boys and girls go out into the world without this habit, so important, so far-reaching in its effects? How much are you doing to create the habit? Are you giving any systematic instruction in the use of the dictionary? You perhaps tell your classes that they ought to look in the dictionary when in doubt, and then feel discouraged because they do not follow this general advice. What would you think of your teaching if you told your children they ought to spell, but gave them no lessons in spelling; that they ought to pronounce correctly, but gave them no lessons in pronunciation? Ought you not to make the use of the dictionary a part of the regular work in connection with reading, writing and spelling? It would double the value of those studies.

The words "dictionary" and "Webster" are practically synonymous. When one refers to a dictionary, in all except very rare cases, he means Webster, and when he hears a dictionary spoken of he instinctively thinks of Webster. In this country, and wherever the English language is spoken, Webster's Dictionaries are by common acknowledgment the standard authority.

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Say you saw it in the Sierra Educational News

Gleanings

No. 2 of the Superintendent's Blue Bulletin was issued by Superintendent Hyatt in February. It contains articles on free text books, the State Board, school attendance law, anti-fraternity statute, the buying of school supplies, the poll-tax question and other timely matters.

The new grammar school building just completed at Port Costa is one of the most modern schools in Contra Costa County.

The summer school of the Northern Arizona Normal School will be held at Flagstaff June 17th to August 9th. There will be a dozen members in the Faculty, under direction of President H. H. Blome.

The report of the second semi-annual apportionment of State school funds has been issued under date of February 28th. The total amount available for apportionment is \$2,443,365.69. The sum of \$294,600.41 is available for apportionment to the secondary schools of the State.

The Central Section, C. T. A., meets at Fresno March 13th, 14th and 15th. The president, A. M. Simons of Dinuba, announces as lecturers Professor Henry Suzzallo of Columbia University, President David Starr Jordan, Professor W. Scott Thomas, Professor C. E. Rugh and Hon. Chester H. Rowell. In addition to the general sessions on Wednesday, Thursday and Friday, there will be meetings of the high school principals, commercial, English, science and mathematics and manual arts sections. On Thursday evening a reception will be given the members of the association by the Schoolmasters' Club of Central California. Reduced railway rates of one and one-third fare for the round trip will be in force.

A telegram from President C. G. Pearce of the N. E. A., dated at Milwaukee, March 4th, reads: "Meeting located Chicago July 6th to 12th; letter follows." Save your pennies for the trip East next summer.

J. P. Greeley, for seven years superintendent of the Whittier State School and formerly Superintendent of Orange County, was succeeded March 1st by H. E. Nelles of Los Angeles.

The editor has just received word from United States Commissioner of Education P. P. Claxton that his proposed trip to the Pacific Coast can not be undertaken until next fall.

The Sacramento High School recently gave a Dickens centenary party that brought out the dramatic element on the part of the students. Scenes from books read in the high-school course were selected, and great enthusiasm was manifest. Both parents and pupils have been led to an added interest in reading Dickens' works.



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The first local institute in San Diego County was held at Escondido in conjunction with the Parent-Teachers' Association, on February 16th. Among the speakers were County Superintendent Hugh J. Baldwin, Professor W. F. Bliss of the San Diego Normal, the Misses Judson and Tanner of the Normal School, Mrs. G. W. Wisdom of Escondido, and other members of the Parent-Teachers' Association.

The California School of Arts and Crafts will hold its sixth annual summer session June 24th to August 3d. Students in the fine and industrial arts and supervisors and teachers will find a large and varied list of courses along the various arts and crafts lines from which to make a choice. The appropriate cover design of the present number of the *News* is an indication of the practical application of the work done in this school.

Dr. Charles H. Keyes, Ph.D., President of the National Council of Education and well known in California, has recently issued a most valuable contribution to educational literature: "Progress Through the Grades of City Schools—A Study in Acceleration and Arrest." Dr. Keyes is a lecturer and institute worker of great power. During the coming summer and fall he is open to engagements of a general or educational nature, including commencement addresses. Details may be had from his secretary, George T. Keyes, 400 W. 118th St., New York, or from the SIERRA EDUCATIONAL NEWS.

The new Excelsior Union High School at Norwalk is one of the most convenient and modern high schools in the State. While small, the new building will meet the demands of growth. The principal is A. T. Vinacke.

The Mt. Hermon Summer Institute of Mechanic and Household Arts will offer its usual courses in design, household arts, manual training, arts and crafts, under direction of James Edwin Addicott. Mt. Hermon is an ideal location during the summer months, where recreation, rest and pleasure may be combined with self-improvement. Mr. Addicott has demonstrated his fitness to conduct such a school.

Prof. Benjamin F. Stacey, for ten years connected with the faculty of Throop Institute, died on February 28th in Los Angeles. Prof. Stacey was a graduate of Lombard College and of the University of Arizona, and had pursued graduate work with distinction at the University of Chicago. As head of the department of history and economics, and as librarian at Throop Institute, he developed great power as a teacher and organizer. The educational world suffers a distinct loss in the death of Prof. Stacey.

A recent addition to the list of publications of The Macmillan Company is Bancroft's "Games for the Playground, Home, School and Gymnasium." This book should be of particular interest to Grammar and High School teachers and pupils, or of interest to anyone who directs children's play, or to those who enjoy playing games themselves. A wide variety of conditions has been considered, including schools, both indoors and out-of-doors, playgrounds, gymnasiums, boys' and girls' summer camps, adult house parties and country clubs, children's parties, games for summer or winter, the seashore, the woodland, or the snow.

The games have been collected from many countries and sources with a view to securing novel and interesting as well as thoroughly tried and popular material.

In the index, among other divisions, are found these—"Games for Elementary Schools" and "Games for High Schools." In the former division, the games are arranged under two heads, namely, "Playground" and "Schoolroom." They are also grouped according to the grade for which they are adapted.

The book is profusely illustrated with photographs and diagrams. It can be secured from Cunningham, Curtiss & Welch, either in San Francisco or Los Angeles, for \$1.50 net, or \$1.70 by mail.

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GEORGE FINLEY BOVARD, LL.D.

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A most interesting exhibit of skill upon the typewriter was that recently given at the San Francisco Business College. Under direction of Principal Cox the students assembled, and Raymond P. Kelley, in charge of the educational department of the Remington Company, assisted by Harry E. Wilde, presented seventeen-year-old Parker C. Woodson. This lad in one minute wrote 83 words of Spanish without errors. He had no knowledge of the language. He then copied 103 English words without error and at the same time carried on a conversation in the most ready manner. As an additional test, Mr. Woodson added correctly five series of figures and at the same time typed 110 words without mistake in either process. The keyboard was covered with a handkerchief. Blindfolded, he typed 112 words without an error. As a speed test he typed 227 words in one minute.

At Chico on February 28th was held the first of three sectional institutes of Butte County, under Superintendent Minnie S. Abrams. The second was held at Gridley February 29th, and in Oroville the third was held March 1st. Mrs. L. L. Lowe of the Prang Company gave instruction in drawing. Other speakers were State Superintendent Edward Hyatt, Secretary Lobdell of the State Text Book Commission, President Allison Ware and Riley O. Johnson of the Chico Normal, and Professor C. A. Stebbins of the University of California.

The Inland Empire Teachers' Association will hold its annual session at Spokane, Wash., April 3d to 6th, inclusive. President C. A. Duniway of the University of Montana, Secretary P. S. Filer and Superintendent P. W. Smith of Wallace, Idaho, chairman of the executive committee, have arranged a valuable program. The list of principal speakers includes President G. Stanley Hall, Dr. A. E. Winship, Dr. E. O. Sisson and Dr. Stevenson Smith of the University of Washington, Professor Krehbel of Stanford University, State Superintendents Grace M. Shepherd of Idaho and L. R. Alderman of Oregon, President C. A. Duniway of the University of Montana, and Arthur H. Chamberlain. Secretary P. W. Smith of the Schoolmasters' Club announces a banquet for the evening of April 5th. All railroads reaching Spokane from points in Oregon, Washington, Idaho, Western Montana and Eastern Washington will sell tickets at reduced rates.

A movement is on foot to add to the Normal School at San Jose the buildings and grounds of the high school and to locate the latter upon commodious grounds elsewhere.

The State Kindergarten Department in the California Congress of Mothers has undertaken to do some constructive work along legislative and other lines. The president is Miss Anna Jacobson, Director of the Roosevelt Kindergarten in Pasadena. The members of the execu-



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THE ONWARD TREND OF PREVENTION

The common drinking cup or tin dipper is rapidly disappearing from our schools. The large high schools in New York City and Brooklyn have recently removed the cups and installed self-closing bubbling fountains at each drinking place. The kind of fountains chosen by the committee are made by the Springfield Sanitary Drinking Fountain Co. of Chicopee, Mass. This company has also furnished drinking fountains for thirty-one schools in Boston. Hartford, Waterbury and Stamford, Connecticut, are also equipping their schools with another style of fountain made by the same company. This movement to safeguard the children has gained considerable momentum within the past six months. The question of crepe paper towels is also being considered by many of our foremost educators.

Say you saw it in the Sierra Educational News

tive committee already appointed are Mrs. Newell Millsbaugh and Mrs. Catherine Pierce Wheat of Los Angeles, and Mrs. J. K. Toles of Berkeley.

The Summer Session of the University of Southern California will begin June 24th and continue six weeks. Dr. Thomas B. Stowell, head of the education department, is dean of the Summer Session. The faculty list includes many well known names, and an exceedingly attractive schedule of courses is offered.

The State Normal School at San Diego will this year conduct several local institutes for County Superintendent Hugh J. Baldwin. The school has also inaugurated a series of afternoon demonstrations for the benefit of the city school teachers. These include recital of folk-games and dancing, correlation of history and manual training, proper physical examination and seating of children, sex hygiene, physical functions of reading and expression, dramatization of history and literature, and library work with children.

Bert M. Morris, representing Binney & Smith Company, manufacturers of Crayola and Au-Du-Septic crayons, recently made a business trip to San Francisco. He assures the news that business is unusually brisk.

The Board of Education of San Francisco has recently discussed the possibility of divorcing the schools from politics.

At the opening of the new term half a hundred new teachers were added to the Los Angeles force. Practically 2,000 additional pupils were enrolled.

The last month has been replete with notable lectures at the University of California. Addresses have been delivered by Wilfred T. Grenfell, Miss Ednah A. Rich, Miss J. V. Berry, Miss Julia Morgan, Francis Butler Loomis, Oscar K. Cushing, Charles Wesley Reed, Joseph D. Redding, and Rabbi J. Leonard Levy.

Miss Estelle Carpenter, Supervisor of Music in San Francisco, has recently given a series of talks to the teachers. The work was outlined for the different grades, and breathing, voice-culture and sight-singing, through exercises, were taken up in their various phases. The Spirit of Music was illustrated by a hundred or more compositions which were sung by Miss Carpenter, accompanied by Mrs. Mary McGlade. The songs were from the best composers and were especially adapted to the needs of the children, beginning, in the first grade, with baby songs, and ending, in the eighth grade, with some of the great songs of the world.

Is there a **real** demand in California for a **method** reader to be used in connection with the State Series Readers?

What would be considered good evidence of a **real** demand?

Would not the sales? If a superintendent or principal spends the library money of his district for charts, manuals and books, is he not showing evidence of a **real** demand for method work?

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A paper recently published by Dr. T. C. Burnett of the Physiological Laboratory of the University of California pays high tribute to the excellent hygienic conditions prevailing in the California schools. After examination of the eyes of some 2,320 students, it was found that only fifteen per cent were near-sighted or near-sighted and astigmatic. If the doubtful cases and those of foreign parentage be excluded, there are only six per cent of near-sighted students among the native born. This is a very low average, compared with New York, for instance, where the percentage is twenty-seven.

The Webster New International Dictionary, published by the G. & C. Merriam Company, is an excellent reference book. A feature is the horizontal page division, above, being the more important and familiar words and below, in smaller type, the less common terms. This provides not only for the emphasizing of the important words, but for the insertion of a greater amount of material on account of the small type.

Principal A. E. Taylor of the Martinez public schools has tendered his resignation. Charges were preferred against Mr. Taylor, and he resigned immediately.

Supt. R. L. Stockton of Kern County, has sent to each of his teachers a most suggestive program for bird and arbor day. It contains instructions on planting and care of trees, gives a list of common trees, a page on the birds, and a number of songs and recitations appropriate to bird and arbor day. There is also included a suggestive list of school pictures. March 7th has been chosen as bird and arbor day in California.

World Peace Foundation, 29A Beacon street, Boston, Mass., U. S. A., wishes to announce that it is issuing a title page and table of contents so that its publications, printed in the last two years, can easily be collected and bound by libraries and others.

One of the most useful magazines published is the *National Geographic Magazine*. As an aid in geographic study, both through the text and the photographs, it is excellent. In fact, the character of its illustrations is nowhere excelled. Among its contributors are the most eminent minds in the country. The society of which the magazine is the organ supports and sends out many expeditions, and the accounts of travel and exploration are of great value in the school.

S. L. Heeter, for several years past Superintendent of the St. Paul, Minn., Schools, has accepted appointment as Superintendent of Schools of Pittsburg. Mr. Heeter is one of the most progressive men in the profession to-day.

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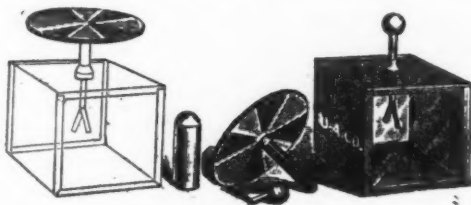
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A HAND BOOK OF HOME ECONOMICS. By Etta Proctor Flagg.
Supervisor of Domestic Science in the Los Angeles Public Schools.
Little, Brown & Co., pp. 98. Price, 75 cents.

Part One is devoted to Suggestions for Housekeeping and a brief consideration of some of the common articles of food. Part Two takes up more in detail the food stuffs and their properties, and gives lessons on hygiene, first aid to the injured, care of the bedroom, etc. At the close of each lesson is a suggestive list of questions. The book will furnish the basis for either a one or a two-year course.

DRAMATIC READER FOR LOWER GRADES. By Florence Holbrook.
American Book Company, pp. 192.

This little book gives in a delightful dialogue fashion stories that are well known to the children. The suggestion is made in the preface that when the children read the words of the child, the bird, or the tree, they should speak with the voice or manner which they think the particular character would use. As dramatizing should have such a large place in our schools, especially in the lower grades, Miss Holbrook's little book will be exceedingly welcome. The illustrations in black and white, in a very apt manner amplify and enrich the text. Altogether, the book is a most satisfying piece of work.

BARBARIAN AND NOBLE. By Marian Florence Lansing, and Patriots and Tyrants, by the same author. Ginn & Company, each 184 pp. Price, 40 cents.

These two books are the first of several volumes comprised in series, Mediaeval Builders of the Modern World. They are illustrated by reproductions of drawings from old engravings. It is the purpose of these books to meet the demand of grade child in the field of history, and especially in grades below the sixth, without resorting to a special text. Barbarian and Noble tells of the early European period. Patriots and Tyrants shows how, since the beginning of man's development, he has rebelled against tyranny and oppression. Altogether the books will be most welcome as giving to the grades a background of cause and consequence upon which to build a broad historical knowledge.

STORIES AND STORY-TELLING. By Angela M. Keyes, head of the Department of English, Brooklyn Training School for Teachers. D. Appleton & Co., pp. 286.

This book naturally divides itself into two parts: Part One relates to story telling and gives definite information on the kind of stories to tell, the principles of the art of story-telling, the child's part in story-telling, etc. In Part Two is given some thirty-five stories together with

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seventy-five very short stories for young children. Story-telling has such a large place in the proper conduct of a school, and the selection of stories here given is of such a high order, that the book will prove exceedingly useful if rightly handled.

IN FABLELAND. By Emma Serl, Teacher of Primary Methods, Normal Training Department, Kansas City, Mo. Illustrated by Harry E. Wood. Silver, Burdett & Co., pp. 169. Price, 45 cents.

This is a book for supplementary reading. Thirty-four of the choicest of the fables of Aesop are retold in style to be thoroughly enjoyed. The dramatic element that appeals so strongly to the child is emphasized and the dialogue and action are so well wrought into the stories and the pictures in color so apt, that the grown-up reader as well as the child is delighted and charmed. The text is large, the lines well spaced and the paper and general make-up of the book exceedingly satisfactory. The designs on the inside of front and back covers adds much to the volume. Altogether it is one of the best for children yet issued.

A HISTORY OF THE ANCIENT WORLD. By George Willis Botsford, Professor of History, Columbia University. The Macmillan Company, pp. 588. Price, \$1.50.

Dr. Botsford's new textbook of Ancient History for secondary schools will interest the teacher, however much of a skeptic on the subject of texts he may be. The scholarly qualities of the book are, of course, beyond question, but it is also essentially a readable book—while as a text it is far superior in technique to the previous works of the distinguished author. Indeed, the teachable quality of the book is one of the strongest points in its favor. Two chapters on Greek and Italian geographical, economic and racial conditions, very happy in their clear-cut characterization; an excellent summary of the latest conclusions as to the early Aegean civilization; an adequate account of the history of Greece from 301 to 146 B. C., and a most stimulating study of the causes of the decline of the Roman Empire—these are but a few striking points in a uniformly excellent book.

While one may be permitted to disagree with Dr. Botsford in his theory of the early Roman state, one can not but acknowledge with gratitude the clearness and simplicity of his treatment of a very difficult period for the teacher. Finally, the book contains numerous maps, excellent in their sharpness of coloring, a large number of illustrations unequaled in any book of the kind, and a really usable set of suggestive questions at the end of each chapter.—W. H. CLAFLIN.

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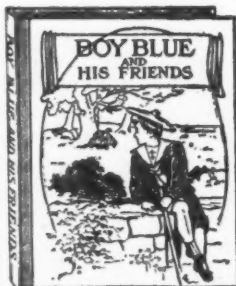
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PHYSIOGRAPHY. By Arey, Bryant, Clendenin and Morrey. D. C. Heath & Company, pp. 438. Price, \$1.25.

This text, which is intended for use in secondary schools, has several excellent features. The *plan* of the book is good, as the study of the lands is placed as the culmination of the course. That the authors have properly evaluated the four great divisions of physiography is evidenced by the space devoted to each. About one-fourth of the book is given to the treatment of the atmosphere, and almost one-half to the lands.

The presentation of the various topics is clear, and is within the grasp of high school students. At the close of each chapter is found a list of questions. These are very commendable, because in the majority of cases they cannot be answered without real study.

In some cases economic conditions are treated quite satisfactorily, as in connection with soils (pp. 241-245), bedrock (pp. 254-265), and mountains (pp. 391-399). It is unfortunate, in the opinion of the reviewer, that more attention was not given to this phase of the subject. Excellent opportunities are afforded in connection with the work of the Weather Bureau, and the subjects of reforestation, reclamation, rivers, falls and lakes. The omission of an index is to be regretted.

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THE READING-LITERATURE SERIES: THE PRIMER. Adapted and Graded by Harriette Taylor Treadwell, Principal, West Pullman School, Chicago, and Margaret Free, Primary Teacher, Forestville School, Chicago. Illustrated by Frederick Richardson; and THE FIRST READERS, by the same authors. Row, Peterson & Co. Primer, pp. 120. Price, 32 cents. First Reader, pp. 134. Price, 36 cents.

The primer gives in simple phrase some of the delightful folk tales, and the colored illustrations are not only artistic but well drawn. The First Reader also gives folk tales from the English, German, Scotch, Russian, Norse, Spanish and Swedish. In addition there are many of the immortal Mother Goose Rhymes, and a well selected list of poems that appeal to children. The book is well illustrated.

HASSAN IN EGYPT. A Geographical Reader. By Etta Blaisdell McDonald and Julia Dalrymple. Little, Brown & Co., pp. 114. Price, 45 cents.

A STUDY OF THE PARAGRAPH. By Helen Thomas, formerly Instructor in English, Lexington (Mass.) High Schools. American Book Co., pp. 125. Price, 50 cents.

THE AMERICAN SCHOOL READERS, Fifth Book. By Kate F. Oswell and Charles B. Gilbert. The Macmillan Company, pp. 490. Price, 45 cents.

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- EVENINGS WITH GRANDMA. By John W. Davis, District Superintendent of Schools, New York City. Part I for Third Year classes. D. C. Heath & Company, pp. 289.
- A HISTORY OF THE UNITED STATES FOR SCHOOLS. By Andrew C. McLaughlin, head of the Department of History, University of Chicago, and Claude Halstead Van Tyne, head of the Department of History, University of Michigan. D. Appleton & Co., pp. 498. Price, \$1.00.
- UNITED STATES HISTORY FOR SCHOOLS. (German Grades). By Edmond S. Meany, University of Washington. The Macmillan Co., pp. 587. Price, \$1.00.
- MOSTA IN HOLLAND. By Etta Blaisdel McDonald and Julia Dalrymple. Little, Brown & Co., pp. 116. Price, 45 cents.
- TEXTBOOK IN PHYSICS. By C. E. Linebarger, Lake View High School, Chicago. D. C. Heath & Co., pp. 475. Price, \$1.25.

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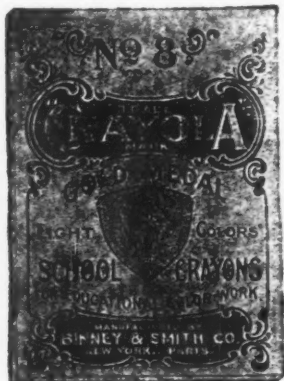
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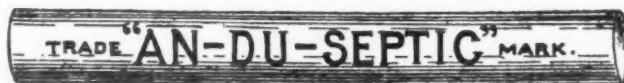
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